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ABSTRACT

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on group dynamics (see EM 010 424, EM 010 425, EM 010 454, and EM 010 467), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

MAY 1971

PART THREE

GROUP DYNAMICS

CONTENT OUTLINE

TERMINAL AND ENABLING OBJECTIVES

EM 010 503

Westinghouse Learning Corporation
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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Content Outline

Terminal and Enabling Objectives

May 1971

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

United States Naval Academy

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment I

Characteristics of Groups

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

CHARACTERISTICS OF GROUPS

A. Goal Orientation

1. Group: Any collection of people who are related to each other by some common interest or attachment (Hays and Thomas, p. 148). Whereas a group is a collection of two or more interacting individuals with a common purpose, an organization is a large, fairly permanent social system designed to achieve limited objectives through the coordinated activities of their members. (Presthus, The Organizational Society, p. 4)

2. All leadership acts are directed toward the attainment of a specified goal or goals. Goals may be classified into:

   a. Organization goals

   b. Group goals

   c. Personal goals of the follower, i.e., group member

   d. Personal goals of the leader

   (Tannenbaum, Weschler, and Massarik, pp. 28-29)

3. Effective and efficient goal accomplishment requires that the leader help the group:

   a. To make progress toward its organization goals (task role)

   b. To remain in a healthy working condition (group maintenance role) (Lippitt, p. 25; Hays and Thomas, p. 44)

   (NOTE: It is not likely that both the task role and the group maintenance role will be performed by the same leader.)

B. General Characteristics of Groups

Groups differ in a number of dimensions.

1. Size, or the number of members

2. The degree to which they are organized and operate in a formal manner

3. The degree to which they are stratified, i.e., the degree to which group members are related to one another in a hierarchy

4. The degree to which they exercise or attempt to exercise control over the behavior of their members

5. The degree of participation which is permitted, expected, or demanded of members

6. The ease of access to membership in the group and the ease with which a member can leave or be expelled from the group

7. The degree of stability of the group over time and the continuity of its membership over time

8. The degree to which group members relate to one another intimately, both on a personal basis and with respect to a wide range of activities and interests

9. The degree to which the group is subdivided into smaller groups or cliques, and the extent to which such cliques are in conflict with one another

(Morgan and King, pp. 577-578).

C. Social Groups: Groups which exist to promote the psychological well-being, enjoyment, or adjustment of the individuals who are members of the group (Fiedler, p. 16)

1. Primary group: That membership group from which an individual derives most of his pleasure, influence, expectations, and emotional support. (Primary groups change as an individual matures.) (Hays and Thomas, pp. 148-149)

a. Characteristics of primary groups (Hays and Thomas, pp. 148-149)

1) Small in size, i.e., number of members is limited

2) Frequent member interaction

3) Considerable intimacy and participation

b. Examples of primary groups

1) Family group, e.g., parents, brothers and sisters

2) School friends or neighborhood peers

3) Team members, e.g., USNA athletic teams

4) Work group or contemporaries, e.g., shipmates

c. Socialization of the individual (Morgan, p. 484)

1) The individual learns to behave as prescribed by his primary group and to adjust in relationships with other people.

2) Example of socialization: Initially a child's behavior is determined by positive and negative consequences provided by the family group, as for example, in the learning of table manners. As the child matures and his primary group changes, he learns to respond to new sources of stimulation in his environment. New responses are demanded of the individual and his behavior will depend on the new consequences which are provided.

2. Secondary group: Usually large-scale associations, such as church organizations, business corporations, or military organizations which influence an individual's behavior by providing new discriminating stimuli and demanding new responses to them (Hays and Thomas, p. 149)

3. Concepts of peer and reference groups (Hays and Thomas, p. 149)

a. Peer group concept holds that individuals are more directly influenced by their peers than by other elements of their environment.

1) Individual's behavior is shaped by his peers, who reinforce responses consistent with those of the group.

2) Examples of peer groups may be: Ensigns aboard a carrier, Midshipmen of one class.

b. Reference group concept is based on a "frame of reference" idea and is concerned with the source of an individual's inferences about various aspects of his world. (NOTE: A reference group may be a peer group)

1) Individual learns to see or hear stimuli that the reference group is responding to and is differentially reinforced for making the appropriate response; e.g., a recruit hears Naval jargon and is positively or negatively reinforced when he talks by encountering verbal approval or disapproval.

2) Reference group may be:

a) An actual one in which the individual is a member, such as a gun mount crew

b) One that he aspires to join, identifies with, or holds in high esteem, such as a Navy UDT outfit

c) One to which he feels dedicated or obligated, such as ancestral Naval heroes

D. Task Groups: Groups which exist for the purpose of performing a task and which generally are subunits of a larger organization (Fiedler, pp. 7, 16, 18-20)

1. Interacting groups: Groups which require the close coordination of several team members in the task. In work coordination, each member of the group provides discriminating stimuli to the other members; they, in turn, must respond correctly in order to accomplish the task.

a. High interdependence of group members: Each man must do his part if the team is to be successful.

b. Need for coordination of task functions or group's activities by the leader.

1) Coordination so that the work proceeds without interruption

a) Leader must ensure that each member of the group, upon completion of a particular task, is able to respond to new stimuli presented by another aspect of the overall task.

b) If the response to the new stimuli is not automatic, the leader must provide a guidance tool, such as a checklist, in order that each group member knows where to look so as to respond appropriately.

2) Coordination so that men working together do so harmoniously

a) The time pressure basis of some tasks demands high interdependence of the group members. Each member must provide his own discriminative stimuli and discriminative stimuli to others to accomplish the task.

b) The consequences of making the incorrect response, i.e., attending to the wrong stimuli, are generally punishing and in some cases disastrous.

c) Examples of interacting groups

(1) Interrelated activities of a great number of men to run a destroyer

(2) Interrelated activities of a tank crew, such as maneuvering the tank, loading, and aiming and firing the gun

2. Co-acting groups: Groups that work together on a common task, but in which each of the group members does his job relatively independently of the other members, i.e., discriminative stimuli are not being provided by other group members.

a. Low interdependence of group members. Each group member is on his own, and his performance depends on his own ability, skill, and motivation.

b. Little need for coordination by leader. Instead, the major purposes of leader are:

1) Development of individual-member motivation and the individual training which will enable each member to perform up to his ability

2) Prevention of destructive rivalries and competition

c. Example of a co-acting group: A rifle marksmanship team, in which the score of the team is the sum of each member's score.

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Outline Reference	Terminal and Enabling Objectives	
A.3.	Given a description of a military situation in which a leader is providing aid to his group, the M will be able to select from several choices the correct objective of that aid.	TO 1
A.1.	The M will be able to select from several choices the definition of a group.	EO-1
A.2.	Given a description of a military goal, the M will be able to classify the goal as an organizational goal, personal goal, group goal, personal goal of the follower, or personal goal of the leader.	EO-2
A.3.a.	Given several descriptions of statements that a leader might make to his subordinates, the M will be able to identify the statement which indicates that the leader is helping his group make progress toward their organization goals.	EO-3
A.3.b.	Given several descriptions of statements that a leader might make to his subordinate, the M will be able to identify the statement which indicates that the leader is helping to keep his group in a healthy working condition.	EO-4

Outline Reference	Terminal and Enabling Objectives	
B.	When given a description of a group, the M will select from several choices the statement(s) that describe(s) the group, based on his knowledge of each of the dimensions in which groups may differ.	TO 2
B.4.	Given examples which illustrate characteristics of groups, the M will be able to identify the example in which the group exercises control over the behavior or its members.	EO-1
B.5.	Given examples which illustrate characteristics of groups, the M will be able to identify the example which illustrates how groups may permit, expect, or demand participation of members.	EO-2
B.9.	Given examples which illustrate characteristics of groups, the M will be able to identify the example indicating the formation of cliques which may come into conflict with one another.	EO-3
C.1. C.2.	Given the instruction to evaluate the distinctions between primary groups and secondary groups, the M will be able to select from several choices the factor(s) or characteristics(s) which describe(s) this distinction.	TO 3

Outline Reference	Terminal and Enabling Object	
C.1.	Given examples of social groups, the M will be able to identify the example which correctly describes a primary group in terms of its primacy in providing emotional support.	TO 4
C.1.a.	The M will be able to identify from several choices the characteristics of primary groups.	EO-1
C.1.	The M will be able to select from several choices the definition of primary groups.	EO-2
C.2.	The M will be able to select from several choices the definition of secondary groups.	EO-3
C.1.c.	Given a description of the characteristics of a plebe's primary group and the manner in which reinforcement and punishment is provided by a Plebe Summer environment, the M will select from several choices the paragraph that describes the probable adjustments required of the plebe. (Based on the principle that the individual must respond to new sources of stimulation in his environment)	TO 5
C.1.c.	Given examples of individuals responding to new sources of stimulation in their environment, the M will select that example which indicates positive socialization of the individual.	EO-1

Outline Reference	Terminal and Enabling Objectives	
C.1.c.	The M will be able to identify from several choices the statement that describes socialization of the individual.	TO 5 EO-2
C.3.	The M will be able to select from several choices the characteristics (or factors) which are relevant to either peer or reference groups.	TO 6
C.3.a.	Given examples of various groups, the M will be able to determine which reflect the characteristics of peer groups.	EO-1
C.3.b.2)	The M will be able to select from several choices the statement that describes the basis of the reference group concept.	EO-2
D.1.2.	The M will be able to evaluate a description of a group engaged in an activity, and on the basis of the evaluation, will select from several choices the statement which identifies the type of group being described.	TO 7
D.	Given several examples of groups the M will be able to select the example which best illustrates a task group.	EO-1
D.1.	Given several examples of task groups, the M will be able to identify the interacting group.	EO-2

Outline Reference	Terminal and Enabling Objectives	
D.1.b.	The M will be able to select from several choices the statement which describes the two major coordination requirements to be provided by a leader commanding an interacting group.	TO 7 EO-3
D.2.	The M will be able to select from several choices the characteristics of co-acting groups.	EO-4

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment II

The Relation of the Leader to the Group

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

THE RELATION OF THE LEADER TO THE GROUP

A. Group Dynamics and the Leader (Bradford, pp. 5-7)

1. Definition: The forces, both intrinsic and extrinsic to the group, which determine the behavior of the group and its members (Bradford, p. 5)

2. Importance of understanding groups. A leader cannot direct his own behavior or that of his group in the most effective way if he lacks an understanding of the principal social and psychological forces which are affecting the group.

3. A leader's job of understanding a particular group consists of:

   a. Knowledge about the kinds of forces or conditions which need to be dealt with in a group situation, e.g., interpersonal relations, motivation of members, processes of group development, recognition of the existence of informal leaders and informal groups, etc.

   b. Principles describing how each of these affects the situation and one another

   c. Skill in observing and recognizing these various forces and their quality as they occur in a particular group at a particular time, i.e., the leader as a diagnostician

   d. Skill in the application of behavioral principles to influence and control group behavior

4. Leadership styles:* The modes of interpersonal behavior over which leaders attempt to exert influence and control (Fiedler, p. 37)

   a. The performance of a group depends on both a leader's style of interacting with his group members and the nature of the group situation in which he and his group find themselves. (Fiedler, p. 36)

* This topic will be treated in greater depth in Part Seven, Leadership Behavior and Styles.

b. A concept of leadership style consists of a continuum with extremely autocratic leadership at one end and laissez-faire leadership at the other.

c. Leaders tend to vary their behavior along the autocratic/laissez-faire continuum. The relative position a leader adopts is influenced by:

1) Forces (traits) of the leader, i.e., the leader's personality

2) Forces (perceptions) of the subordinates, i.e., the nature of the group

3) Forces of the situation in which the leader and group are involved

(Tannenbaum, Weschler, and Massarik, pp. 67-79; Hays and Thomas, p. 44; Lippitt, pp. 83-93)

B. Factors Affecting the Degree of Influence Which the Leader Has Over Group Behavior (Fiedler, pp. 22-30)

1. Leader's position power: Formally appointed or elected as opposed to emergent position. Degree of authority is defined by the position itself, the duty assignment as well as the responsibility assignment; e.g., military rank, duty, and responsibility are the authority that enables the leader to get his group members to comply with and accept his direction and leadership.

a. Factors which strengthen or mitigate the powers of the leader

1) A leader's position power determines the degree of positive reinforcement and punishment which he has at his disposal.

a) A leader with high position power will not necessarily get better performance from his group than a leader with low position power. Group performance depends on the leader's skill in using reinforcement.

b) Position power affects group performance indirectly and probably by virtue of its effect on the interpersonal relationship between leader and group members, i.e., exchange of reinforcers.

c) Potency of reinforcement or punishment is directly related to position power, e.g.,

praise from an Admiral generally means more to an Ensign than praise from a Captain.

(1) Disadvantages of potency of reinforcement or punishment as related to position power

(a) Satiation with extended use

(b) In some instances may require constant monitoring

(c) Changes behavior, not attitudes

b. Other factors which affect position power (Backman and Secord, pp. 203-209)

1) Position itself

a) Cause: Lifelong training of most people is towards conformity to authority, e.g., parents, teachers, policemen, officers

b) Advantages

(1) Doesn't require surveillance

(2) Doesn't satiate

2) Referent: How well the leader's subordinates identify with the leader will probably affect his position power

3) Expertise: The degree to which a leader is expert in performing a particular task may affect his power and his effectiveness in getting the group to perform the same task.

c. Importance of position power to the leader

1) Leader who has rank and position power may get group members to perform their tasks more readily than a leader who has little position power

a) A leader with high position power has a greater range of positive and negative reinforcers at his disposal.

b) A leader with low position power must rely mainly on verbal reinforcers, since his ability to shape responses of group members is dependent upon his personal relations with the individuals in his group.

c) The leader's consistency in applying positive and negative reinforcers will determine the behavior of the group; e.g., if a leader promises extra liberty upon completion of a task and doesn't deliver, the members will start distrusting the contingency.

2. Task structure: Task dimensions and characteristics which classify and describe established group tasks

a. The degree to which the task is structured or unstructured affects the leader's influence over group members.

1) Leader's influence on member behavior is greater in tasks which are highly structured.

a) Organization sanctions, such as Navy regulations, can be imposed which strengthen the leader's position power.

b) Specific instructions and regulations exist which make it easier for the leader to discriminate when to punish or reinforce.

2) Leader's influence on member behavior tends to be weaker in tasks which are unstructured.

a) Organization may not be able to provide direct support because of lack of specified procedures.

b) Behaviors to accomplish the task are not clearly defined, which makes it difficult for the leader to determine exactly which responses to punish or reinforce.

c) Because the leader has no more expert knowledge than his members, the task dilutes his influence.

3. Personal relationship between leader and group members: The interpersonal relationship which the leader establishes with his men

a. The degree to which a leader is involved with his group members and looks after their needs affects his influence over them.

1) Leader should learn about his group members, that is, learn what their reinforcers are; e.g., an individual might like to talk about his family; this is a reinforcer which can be used to advantage by the leader.

2) Leader should be sensitive to the fact that he may not correctly interpret the group members' needs, i.e., that their needs are the needs of the group and not necessarily the needs of the leader. (WLC)

3) The leader's relationship is the most important single element in determining the leader's influence in a group to the extent that they are not conforming; e.g., if they deny his power influence, then he loses all effective power.

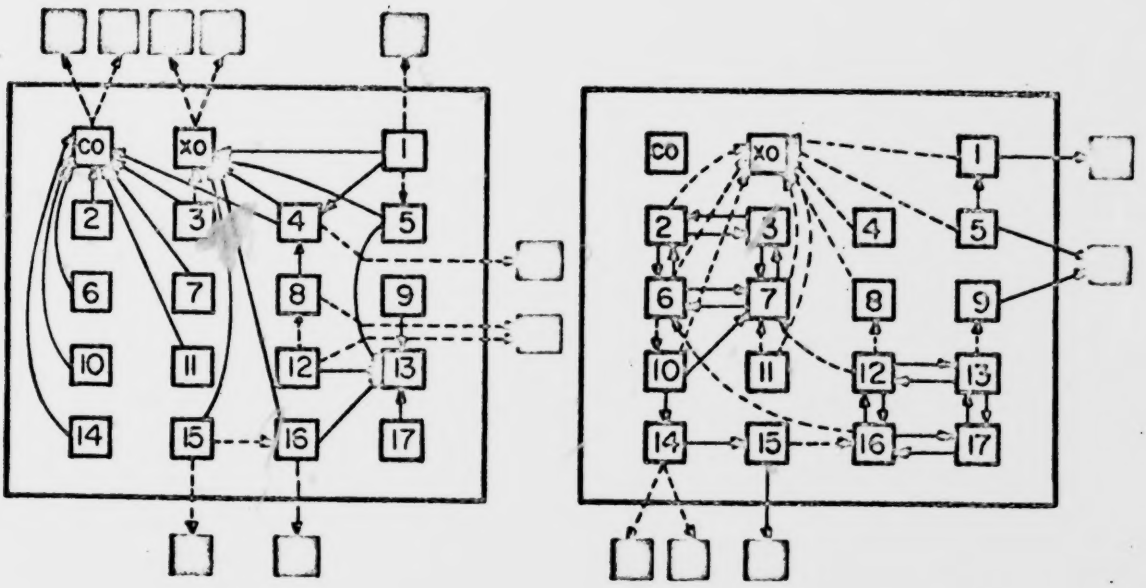
4) Rank or organizationally granted powers assume minor importance if the leader is one who is wholeheartedly accepted or who inspires complete and unquestioning loyalty in his followers. (Lippitt, p. 43; WLC)

C. Sociograms in Determining Leader-Member Relationships

1. Definition: Sociometry is an inclusive name for formal methods of analyzing the interpersonal structure of groups.

2. The degree to which the leader-member relationship is good or poor can be assessed by a sociometric preference rating method, for example:

a. Description: Naval fliers in two flight squadrons were asked to choose the person they would like most as a flying partner and to reject anyone they would not want as a partner. The sociograms show their responses.



Squadron A

Squadron B

Sociograms of two flight squadrons. Diagram at left represents Squadron A; diagram at right, Squadron B. Squares outside boundary lines are individuals outside the respective squadrons. Dotted lines are negative choices; black lines are positive choices.

b. Results of Sociometric Study: The two leaders in Squadron A are very popular, while in Squadron B the Executive Officer received a large number of rejections and the Commanding Officer received no positive votes. There are no cliques in Squadron A, but in Squadron B individuals 2, 3, 6, and 7 form a subgroup within the squadron. So do members 12, 13, 16, and 17. (In any group effort, a faction, or clique, can function as a divisive force detracting from the group's overall efficiency.) In addition, all the positive choices in Squadron A are within the squadron, and most of the negative choices are outside the squadron. In Squadron B, on the other hand, several positive choices are individuals outside the group, and only a few positive choices, except for the two cliques, are individuals within the squadron.

c. Method to Improve Squadron B: As shown in the sociograms, the CO in Squadron B would be less effective then the CO in Squadron A, and the difficulty in Squadron B seems to center around the Executive Officer. Although the sociogram does not suggest any positive solution, it is a reasonable starting point toward any attempt to improve the situation.

d. Conclusion: A leader can only be as effective as his group will let him be. Success depends on how well the leader delivers the group members' reinforcers.

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Outline Reference	Terminal and Enabling Objectives	
A.2.	Given several choices, the M will be able to identify the paragraph which describes the relationship between leadership and group dynamics.	TO 1
A.1.	The M will be able to select from several choices the statement which best defines group dynamics.	EO-1
A.3.	The M will be able to select from several choices the statements which best describe what a leader's knowledge of group dynamics consists of.	EO-2
A.4.c.	Given a description of the performance of a group and its leader, the M will be able to select from several choices the specific factor(s) that affected group performance. (Based on the principle that group performance depends on leadership style and the nature of the group situation)	TO 2
A.4.	The M will be able to identify the statement which best defines leadership styles from several choices.	EO-1
A.4.	Given descriptions of military situations in which extreme leadership styles are exhibited by leaders, the M will be able to identify the extreme leadership style displayed in each situation.	EO-2

Outline Reference	Terminal and Enabling Objectives	
B.1.a.b.	Given a description of a leader's influence on a group, the M will be able to select the statement(s) which best describe(s) the nature of the influence according to one or more of the following: a. position power b. referent power c. expert power	TO 3
B.1.	The M will be able to identify from several choices a leader's position power.	EO-1
B.1.	Given situations in which the group members are following the direction of the leader, the M will select the example that reflects both compliance and acceptance of the leader's direction as opposed to mere compliance.	EO-2
B.2.	The M will be able to evaluate a description of a task structure, and on the basis of this evaluation, will be able to select from several choices the statement which best describes the degree of influence the leader is likely to have over group behavior. (Based on his knowledge of group behavior in highly structured and unstructured tasks)	TO 4
B.2.a.	The M will select from several choices the statement that describes the positive result of a highly structured task.	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.2.a.	The M will be able to evaluate a description of a task and select from several choices the statement that identifies it as an unstructured task.	TO 4 EO-2
B.3.	Given a description of the personal relationship between a leader and his group members, the M will select the principle that the leader is using to increase his influence.	EO-3
C.	Given a sociogram, depicting interactions within a group, the M will be able to select from several choices the statements which best describe the interactions within that group.	TO 5
C.	Given a sociogram depicting interactions within a group, the M will be able to evaluate the sociogram and select from several choices the statements which best describe the performance that the group might exhibit during a mission.	TO 6
C.	Given several sociograms depicting group interactions, the M will select the appropriate paragraph describing each of the sociograms.	EO-1

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment III

Group Interactions

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

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GROUP INTERACTIONS

A. Interactions: Mutual or Reciprocal Action or Influence Among Two or More Persons (N-106, 1967, #19)

1. Direct Interaction: Involves physical movement and contact to communicate, and behavior such as fighting, pushing, or joint effort to get work done.

2. Symbolic Interaction: Vocal, written symbols, gestures (the great bulk of interaction is of this nature)

B. General Areas of Group Interaction: Opposition, Cooperation, and Differentiation

1. Opposition: The struggle against others for a goal.

a. Competition: A usually nonviolent form of opposition among two or more persons for a goal

1) Characteristics of competition

a) Attention is focused on the reward and not on the competitor.

2) Competition within groups and between groups (Hays and Thomas, p. 162)

a) Experimental studies show that competition between groups results in greater solidarity and greater performance than does competition between individuals.

(1) Competition between individuals within a group often leads to a weakening of group bonds.

(2) Competition between groups requires group members to subordinate themselves to group success.

b) Competition between groups is a method for building respect for other groups.

3) Advantages of competition

a) High level of individual effort

b) Creativity (new methods discovered, particularly by the losers)

c) Leader is aided in discriminating between producers and non-producers.

d) Success of a group leads to or enhances esprit de corps.

b. Conflict: An extreme form of opposition in which the individual attempts to thwart, injure, or destroy the opponent to secure the goal. (N-106, 1967, #19) Historically, ultimate confrontation has been directed toward survival; e.g., U.S. Armed Forces, when necessary, would direct effort towards nation's survival.

(NOTE: Too much pressure in competitive situations may result in conflict situations.)

1) The main characteristic of conflict is that attention is focused upon the opponent; subsequently, it is expected that reward will fall to the victor.

2) Disadvantages of conflict

a) Effort is not focused on objective.

b) Wastage, as work of competitor is destroyed or blocked from completion.

c) Mutual destruction leads to neither opponent being able to accomplish objective.

d) Ill feeling between workers carries over to other phases of work and to off-the-job situations. (N-106, 1967, #19)

c. Regulation of opposition. This can be accomplished by coercion, compromise, arbitration, being tolerant, and/or effecting a conciliation.

2. Cooperation: Mutual aid to arrive at a goal; acting jointly with another or others.

a. Conditions which must be present for cooperation to take place

1) Goal is unobtainable by individual effort.

2) There is enough reward so that it can be parcelled out with a minimum temptation for individuals to take more than their share.

3) Individuals must have a common understanding of what the goal is and clearly discriminated contingencies for achieving the goal.

4) Individuals must acquire knowledge of benefits of cooperative activity. Thus, if a gun crew in a training situation is rewarded for cooperation, they are likely to continue this activity in actual combat.

5) Individuals must be willing to share work (division of labor) and share reward (reinforcer); e.g., if an individual doesn't obtain some reward, he will not put out any effort in the future.

c. Advantages of cooperation

1) Avoids duplication of work

2) Is essential in large complicated tasks

3) Allows the inexperienced to be productively led by the experienced

4) Utilizes individual specialties

5) Generates assimilation: Fusing of formerly distinct groups into one

6) Reduces friction among personnel (N-106, 1967, #19)

d. Disadvantages of cooperation: The great disadvantages of cooperation are advantages of competition.

1) Cooperative systems often are stagnant, i.e., there is no desire to find new methods.

2) Individuals may put forth little effort, as others will do work. (NOTE: Oftentimes group pressure ensures that all put out to maximum.)

3) Establishes cliques for mutual support that may be contrary to mission accomplishment.

3. Determining competitive or cooperative nature of work situation

a. Kind and quality of goals determine competitive or cooperative nature of work.

b. Availability of reinforcers can determine what portions of work should be handled competitively or cooperatively.

4. Differentiation: Tendency of group to split into smaller groups

a. Some causes of differentiation

1) Belonging: The larger group does not provide the camaraderie that a small group provides.

2) Security: The desire to retain goals achieved by setting up barriers to others, e.g., the "old salts" split off from the new men.

3) Esteem: Having something others have not, e.g., the men on mount 51 who have won the "E" and begin having coffee on the mount together at night.

b. Groups split up along different lines, for example:

1) Age and youth

2) Physical, mental abilities, educational levels

3) Racial or regional differences

4) Division of labor

5) Personnel needs

6) Social needs

c. Advantages of differentiation

1) Promotes competition among various elements

2) Provides individuals with a healthy emotional attachment to a small group

3) Members work hard for small group and show pride in accomplishment.

d. Disadvantages of differentiation

1) May lessen ability of large group to work as a whole

2) Individuals in a small group may not share their knowledge with others.

3) May lead to dangerous conflicts

C. Effects of Leadership Training

1. Types of training

a. Sensitivity and T-Group (Therapy)

1) Application

2) Limitation

b. Military situations

1) Application

2) Limitations

REFERENCES

Part Three - Segment III

Hays, S., and Thomas, W. (Eds). Taking Command. Harrisburg, Pa.: Stackpole Books, 1967.

N-106 Course Outline, USNA, 1967.

Outline Reference	Terminal and Enabling Objectives	
A.	Given examples of group interaction in a military environment, the M will be able to identify the examples as examples of: Direct interaction or symbolic interaction.	TO 1
A.	The M will be able to select from several choices the definition of the following terms: a. interaction b. direct interaction c. symbolic interaction	EO-1
B.1.a.	Given several examples in a military situation in which competition is being used to attain an objective, the M will select from several choices the example in which competition is being used correctly. (Based on his knowledge of the advantage of competition)	TO 2
B.	The M will be able to select from several choices the paragraph which best contrasts opposition, cooperation, and differentiation.	TO 3

Outline Reference	Terminal and Enabling Objectives	
B.1.	Given a description of a military situation in which a goal is to be accomplished, the M will select from several choices a description of the procedure that might be used to accomplish that goal. (Based on his knowledge of the required condition).	TO 4
B.1.	Given an example of opposition as it might exist in a military unit, the M will be able to identify from several choices the form of opposition in the example. (Competition or conflict)	EO-1
B.1.	Given the instruction to identify the correct definition of opposition, the M will select the correct definition from several choices.	EO-2
B.1.a.1)	Given an example of a military situation in which competitive means are being used to obtain a goal, the M will identify from several choices the statement that correctly explains why competitive means are successful in obtaining that goal.	EO-3
B.1.a.3)	The M will be able to select the statement which describes the advantages of competition from several choices.	EO-4
B.1.b.1)	The M will be able to select from several choices the main characteristics of conflict.	EO-5
B.1.b.2)	The M will be able to select from several choices the statement which best describes the disadvantages of conflict.	EO-6

Outline Reference	Terminal and Enabling Objectives	
B.1.c.	Given a military situation in which opposition prevents the attainment of a goal, the M will be able to select the statement which describes the means by which the opposition can be regulated, using his knowledge of the five types of regulation.	TO 5
B.1.c.	The M will be able to select from several choices the following regulations of opposition: a. coercion b. compromise c. arbitration d. toleration e. conciliation	EO-1
B.2.	When asked to evaluate a description of a military situation in which an objective could be obtained through cooperation, the M will be able to identify from several choices the statement which explains how cooperation could be used, based on his knowledge of the required conditions.	TO 6
B.2.	The M will be able to select from several choices the correct definition of cooperation.	EO-1
B.2.c.	When asked to select which advantage of cooperation is illustrated by an example of a military situation utilizing cooperation, the M will select the correct statement from several choices.	EO-2

Outline Reference	Terminal and Enabling Objectives	
B.4.	Given a situation in which differentiation has occurred within a military unit, the M will be able to select the statement which specifies the probable cause of the differentiation, based on his knowledge of the causes of differentiation.	TO 7
B.4.a.	The M will be able to select from several choices the statement describing the relationship between a. belonging b. security c. esteem and Maslow's Hierarchy and their resultant effect on esprit de corps.	EO-1
B.4.a.	The M will be able to identify from several choices the definition of the following terms with regard to differentiation: a. belonging b. security c. esteem	EO-2
B.	Given a sociogram depicting a group situation, the M will identify the general areas depicted, i.e., interaction, opposition, cooperation.	TO 8

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment IV

Conformity as a Factor of Group Behavior

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

CONFORMITY AS A FACTOR OF GROUP BEHAVIOR

A. Group Norms: Widely Shared Expectation or Standard of Behavior Among Members of a Group (Morgan and King, p. 579; Hays and Thomas, p. 151)

1. Formation of group norms: Group norms exist whenever there is continued interaction among individuals. (Morgan and King, p. 579; Hays and Thomas, p. 150)

2. Importance of positive group norms in a military organization

   a. Assist the leader in maintaining order and discipline (conduct standards)

   b. Provide cohesiveness and the power of unit solidarity

   c. Ease the task of the leader (work standards), if consistent with the goals of the organization

   d. Allow the leader to be absent from the group with some assurance that it will maintain itself if he has been consistent in giving reinforcement. (Hays and Thomas, p. 151)

3. Factors affecting degree of conformity to group norms

   a. Approval and disapproval by members of group

   b. Belief that the group is right

   c. Attraction to the group

   d. Amount of agreement within the group

   e. Orientation to the group

      1) Feelings of acceptance or rejection by the group

      2) Concern with the task the group has to perform (Task-oriented person is less affected by group pressure to conform than person concerned about his personal relations with the group.)

   f. Need to be liked and accepted

4. Group approval and disapproval in enforcing conformity

   a. Effectiveness of group approval or disapproval depends on whether or not the needs (reinforcers) of the group members are being satisfied

      1) Group approval or disapproval as a means of enforcing conformity to standards is highly effective when:

         a) The group successfully fulfills members' needs.

         b) The group is the only source of need satisfaction.

      2) Group approval or disapproval as a means of enforcing conformity to standards is ineffective when:

         a) The group has been unsatisfactory in satisfying needs (members have nothing to lose).

         b) Alternate groups exist which will accept the members and offer opportunity for satisfaction.

         c) There are no constraints against leaving.

   b. Summary statement: The more the leader helps his group members achieve their needs (reinforcers), the greater will be the members' acceptance of him. By "acceptance" is meant that members are willing to follow the leader's suggestions and conform to standards of work and conduct.

      Those who are members of a group that successfully fulfills their needs are willing to perform at a high level to continue to receive those benefits which they feel can be obtained nowhere else. Punishments come from within (withholding of approval) and do not have to be applied from outside. Also, such a successful group sets up standards far above those which can be established by law, and the result is the kind of performance that cannot be reached by mere compliance to avoid punishment. (N-106; Lippitt, p. 43)

5. Conformity as a factor in creativity

   a. Conformity may have a tendency to thwart creativity.

   b. The extremes in conformity to orders may sometimes be detrimental to mission accomplishment.

C. Changing or Establishing New Group Norms

1. Differential reinforcement: Reinforcement of only those responses in the group setting which are to be strengthened will eliminate unwanted behavior.

2. New environment (separation): Separation or change to an unfamiliar environment will cause readjustment of norms and adaptation to whatever is necessary to handle the new situation.

3. Conflict resolution: Unwanted group behaviors are recognized and brought out into open where they are dealt with as objectively as possible.

4. Redirected effort: New situational or task demands can require the group to change its attitudes and adopt new norms consistent with the requirements of the situation.

5. Triadic confrontation: Leader selects two compatible members of the group and sets up an interview. One of the members is one who approximates or meets the standard the leader wishes to establish, and the other member is one who doesn't meet the standard but who "looks up" to the first member. During the interview, using principles of reinforcement and extinction, the leader directs his comments to the individual who doesn't measure up. When the individual responds favorably, he is reinforced. When he makes unacceptable responses (excuses), his behavior is put on extinction (ignored). Punishment in any form is avoided in order to minimize or eliminate "bitching" when the interview is terminated. (NOTE: The danger of changing only one person's attitude, i.e., without the presence of a peer, generally results in his losing his position in the group because of his now deviant behavior. The individual, sensing the social pressure applied, may easily revert to his old accepted attitude or mode of behavior).

6. Personal example in conduct and performance by a leader

   a. Often, through personal example, a leader can bring about change without issuing a single order or any other form of communication.

7. Passage of time: Behavior patterns developed by the interaction of previous members dissipate with time. (Hays and Thomas, pp. 152-155; WLC)

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Hays, S. H., and Thomas, W. N. (Eds.) Taking Command. Harrisburg, Pa.: Stackpole Books, 1964.

Lippitt, G. L. (Ed.) Leadership in Action. Washington: National Training Laboratories, National Education Association, 1961.

Morgan, C. T., and King, R. A. Introduction to Psychology. New York: McGraw-Hill Book Co., 1966.

Outline Reference	Terminal and Enabling Objectives	
A.	Given a comprehensive description of a military group's behavior, the M will be able to select from several choices the statement that describes group norms which exist within the group.	TO 1
A.	The M will be able to select from several choices the statement which best defines group norms. (Widely shared expectation or standard of behavior among members of a group)	EO-1
A.2.	Given a description of a military unit in which a negative group norm exists, the M will select from several choices the statement which describes the probable effect of the existing norm on mission accomplishment.	TO 2
A.2.	The M will be able to select from several choices the paragraph which identifies the importance of positive group norms in a military organization.	EO-1
A.3.	Given an example of a military situation in which an individual no longer conforms to the norms of his group, the M will select from several choices the statement describing the cause of the individual's deviant behavior. (Based on his knowledge of the factors affecting conformity)	TO 3

Outline Reference	Terminal and Enabling Objectives	
A.3.	Given an example of a military situation in which an individual no longer conforms to the organizational norms but to the norms of the group, the M will select from several choices the statement describing the probable cause of the individual's deviant behavior.	TO 4
A.3.	The M will be able to identify from a list of alternatives the factors affecting the degree of conformity to group norms. The following may be used: a. Approval and disapproval by members of the group b. Belief that the group is right c. Attraction to the group d. Amount of agreement within the group e. Orientation to the group f. Need to be liked and accepted	EO-1
A.4.a.b.	Given a description of a military group which is not unified, has low morale and esprit de corps, and is unsuccessful in fulfilling its members' needs, the M will be able to select from several choices the statement which describes what a leader should consider in order to correct the situation. (Based on the rule: Effectiveness of group approval or disapproval depends on whether or not the needs (reinforcers) of the group members are being satisfied.)	TO 5
A.4.a.1)	The M will select from several choices the statement that identifies when group approval or disapproval is effective as a means of enforcing conformity.	EO-1

A.5.	Given a description of a military situation in which a mission is accomplished (to minimum satisfactory degree), the M will be able to evaluate the situation and select from several choices the probable reason for minimum mission accomplishment based on the effect of conformity on creativity.	TO 6
A.5.	The M will be able to select from several choices the statement which describes the probable effect of conformity on creativity and mission accomplishment.	EO-1
C.	Given a description (which may be a sociogram) of a negative group norm existing in a military unit, the M will be able to select from several choices the statement which describes the appropriate procedure for establishing a new norm.	TO 7
C.	Given a description of a military situation in which a new group norm is being established, the M will be able to select from several choices the method being used for establishing the group norm.	TO 8
C.	The M will be able to identify from several choices the ways by which new group norms can be established. The following may be used: a. Differential reinforcement b. New environment (separation) c. Conflict resolution d. Redirected effort e. Triadic confrontation f. Personal example g. Passage of time	EO-1

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART THREE

GROUP DYNAMICS

Segment V

Relation of the Individual to the Group

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

RELATION OF THE INDIVIDUAL TO THE GROUP

A. Role Position, Role Expectations and Role Behavior (Secord and Backman, pp. 449-521)

1. Role position

Definition: A category of persons occupying a place within a social relationship

a. Members of a society categorize people according to differences that are important to their needs, for example:

1) Age difference
2) Sex difference
3) Occupation difference
4) Social difference

b. Each position represents differences that are important in the exchange of goods and services and in the satisfaction of needs in the society.

c. Different people may occupy a particular position at different times, and the position of each may change from time to time.

d. Role and role partner. For every role (position) there is a role partner (or counter position), for example:

Role	Role Partner
Guest	Host
Leader	Follower

2. Role expectations

Definition: Expectations that are associated with a role category

a. Number of persons holding expectations varies.

b. Expectations associated with age-sex positions illustrate culture-wide expectations.

c. Tied to norms or standards governing how persons should behave in a specified situation.

d. Define a range of actions associated with a particular position in a social structure.

3. Role behavior

Definition: The pattern of behavior that is relevant to the role position an individual is occupying at a given time

a. Behaviors may or may not conform to expectations.

b. The individual, working within a range, selects, acts, and expressively plays his role in some manner integral to his personality.

4. The distinguishing features of role position, expectancies, and behavior

a. Role position applies to position in a social structure.

b. Role expectations are not necessarily reflected in role behavior.

c. Role behavior applies to the behavior within that position.

B. Role Strain (Secord and Backman, pp. 449-521)

1. Definition: Situation resulting from an individual's confrontation with: conflicting role expectations; competing rather than necessarily conflicting role expectations; other. Individual experiences difficulties as a result.

2. Causes

a. Role Conflict

1) Definition: The situation resulting when a person occupies two roles simultaneously, and these roles are incompatible.

2) Cause of role conflict: When there is a lack of clarity or consensus as to the expected behavior, for example:

a) Role is new or changing.

b) There is lack of consensus on what behavior is expected.

c) There is lack of consensus as to the situations in which the role is applicable.

d) There is lack of consensus as to range of behavior.

b. Role competition

1) Definition: Situation resulting when a person is required to exhibit several behaviors but connot because of time and/or space constraints.

2) Examples

a) Scholar - Athlete

b) Husband - PTA President

3. Other factors which cause role strain such as personality factors, e.g., self-concept, lack of skills, etc.

a. Cultural factors, e.g., lack of equality

b. Role discontinuity, i.e., passage from one role to another, e.g., from Midshipman to Naval Officer

4. Methods of resolution of role strain

a. Training for new role; i.e., one learns and is prepared for new role prior to assuming it.

b. Setting up priorities

1) Navy

2) Family

3) Other interests

C. Communication of the Individual Within the Group (Morgan & King, pp. 585-586*)

1. Types of communication structure

a. Free communication structure: A communication structure in which each person is free to talk to anyone else in the group.

b. Restrictive communication structure: A communication structure in which each group can communicate with a central person but not with anyone else.

* Part Four, Communication, covers this subject in depth.

2. Description of communication structure

   a. The effect of free communication on groups

      1) Group members are given more independence.

      2) Group members are generally more satisfied.

      3) Group members generally have higher morale.

   b. The effect of restrictive communication on groups

      1) Group members must rely entirely on central person (leader) for information, which increases power of central person or leader.

      2) Group members may tend to be generally dissatisfied.

      3) Group members may become frustrated and alienated due to total dependence.

3. Consequences of free and restrictive communication structures in experimental research (Leavitt)

   a. The setup

      1) Four groups of five people each

      2) Each group represents a different type of communication structure, e.g.,

         a) Circle: Message can be passed to left or right only.

         b) Chain: Messages can be passed as in the circle, but without a complete circuit.

         c) Fork: Four members form a chain, and the fifth communicates only with one of the members of the chain.

         d) Wheel (star): All messages go to the central member, who is the only one with direct communication with all others.

      3) Each group was seated around a table, divided by partitions containing slots through which members could pass notes.

      4) Each member was given five symbols from a set of six; only one of the six symbols was held in common by the group.

b. The task

1) The entire group was to discover as rapidly as possible which symbol they held in common.

2) Each group completed fifteen problem-solving tasks which enabled them to develop a plan of operation during the earlier tasks, thus becoming more efficient in later tasks.

c. The results

1) Wheel (star): The most rapid group to develop a stable plan of operation whereby outer members sent information to the central member, who determined the answer and sent it back to the others.

2) Fork: Adopted same plan as "wheel"; i.e., sending all information to the central member who figured the solution and sent it out to the outer members. Being less restricted, however, the "Fork" group was slower than the "Wheel" group in arriving at their plan of operation.

3) Chain: One member usually solved the problem, but different members acted as leader for different tasks.

4) Circle: No consistent plan of action; each member, after sending messages back and forth, was able to solve the problem himself.

5) Overall: Although less highly organized, the group of the circle, although leaderless, had higher morale because of the higher degree of group interaction.

d. On the average, morale was lowest in highly organized "Wheel" where there was no communication among members except through a clearly recognized leader.

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Secord, P. F., and Backman, C. W., Social Psychology. New York: McGraw-Hill Book Co., 1964.

Outline Reference	Terminal and Enabling Objectives	
B.1. B 2.	Given an example of a role strain situation, the M will be able to select from several choices which factor (role conflict or role competition) is demonstrated by the example.	TO 1
B.2.	The M will be able to select from several choices the two main causes of role strain (role conflict and role competition)	EO-1
B.2.	The M will be able to select from several choices the definition of the following terms: a. Role conflict b. Role competition	EO-2
A. B.	Given a description of a group situation involving a leader and his group, the M will be able to correctly identify the role position and behavior of each member of the group.	TO 2
A.1. A.2. A.3.	The M will be able to select from several choices the definition of the following terms: a. Role position b. Role behavior c. Role expectations	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.4.	When asked to evaluate a situation which is an example of role conflict, the M will select from several choices the correct resolution for the situation using the appropriate method of either: a. Training b. Setting up of priorities	TO 3
C.2.a.	The M will be able to select from several choices the statement that correctly describes the effects of a free communication structure on group members' behavior.	TO 4
C.2.b.	The M will be able to select from several choices the statement that correctly describes the effects of a restrictive communication structure on group members' behavior.	TO 5
C.1.b.	The M will be able to identify the definition of restrictive communication structure from several choices.	EO-1
C.3.a.2)	Given an example of group communication structure, the M will identify from several choices the type of communication structure employed by the group.	TO 6

Outline Reference	Terminal and Enabling Objectives	
C.3.a.2)	The M will be able to select from several choices the definition of the following forms of communication structure: a. Wheel b. Chain c. Fork or Y d. Circle	TO 6 EO-1